

Cerro Coso College
Course Outline of Record Report
 10/11/2021

HCRSC260 : Ethics for the Health Professional

General Information

Author:	-
Course Code (CB01) :	HCRSC260
Course Title (CB02) :	Ethics for the Health Professional
Department:	Allied Health
Proposal Start:	Fall 2013
TOP Code (CB03) :	(1201.00) Health Occupations, General
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000381241
Curriculum Committee Approval Date:	04/12/2013
Board of Trustees Approval Date:	06/13/2013
External Review Approval Date:	12/31/1969
Course Description:	This course explores the theories, models, and principles that serve as guides for ethical behavior within the healthcare content. Ethics is an integral part of every aspect of health careers and this course is encouraged for any individual with a health career objective. The students explore the complexities created by science and technological advances, the variety of health care settings, and the diversity of patients in their care, all while emphasizing the importance of principled behavior in personal and professional situations. Global issues such as health policy, economics, social, gender, transcultural and spiritual considerations are addressed.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Nursing
Alternate Master Discipline Preferred:	• Nursing
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options • Letter Grade Methods • Satisfactory Progress
<input type="checkbox"/> Allow Students to Gain Credit by	Allowed Number of Retakes	Course Prior To Colleeae Level (CB21)

Allow Students to Gain Credit by Exam/Challenge

0

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

Cerro Coso Vocational Nursing

Certificate of Achievement

Summer 2018

Cerro Coso Vocational Nursing

A.S. Degree Major

Summer 2018

CC Liberal Arts: Social & Behavioral Sciences

A.A. Degree Major

Summer 2018 to Fall 2020

Liberal Arts: Social & Behavioral Sciences
Associate in Arts Degree

A.A. Degree Major

Fall 2020

Cerro Coso Vocational Nursing (In
Development)

Certificate of Achievement

Fall 2021

Liberal Arts: Social & Behavioral Sciences
Associate in Arts Degree (In Development)

A.A. Degree Major

Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours:

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

ENGLC070 - Introductory Composition

Students must be able to read and comprehend at a college level text book explaining Ethics and its theories as it relates to the healthcare profession. The reading level encourages students to have the skills necessary for success in the assignments and subject matter material presented.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction Other

Rationale Other Methods: PowerPoint Presentations
Group Discussions
Textbook Exercises
Case Study

Methods of Instruction	Written work
Rationale	No value
Methods of Instruction	Problem Solving
Rationale	No value
Methods of Instruction	Outside reading
Rationale	No value
Methods of Instruction	Presentations (by students)
Rationale	No value
Methods of Instruction	Lecture
Rationale	No value
Methods of Instruction	Instruction through examination or quizzing
Rationale	No value
Methods of Instruction	Discussion
Rationale	No value
Methods of Instruction	Case Study
Rationale	No value
Assignments	
Textbook Reading of assigned chapters prior to week - Internet Research - End of assigned Chapter Questions - Case Studies - Papers Example of assignment: Students will write a 2000 word paper on an ethical dilemma facing healthcare workers today. The paper will include a description of the dilemma; describe both sides of the issue as it relates to the healthcare worker, client and family.	
Methods of Evaluation	Rationale
Participation	Discussion Groups
Homework	Written Assignments (2000 word paper on an ethical dilemma facing healthcare workers)
Tests	Exams or Quizzes (Multiple Choice, Short Answers, Essay)
Homework	Chapter Assignments (End of Chapter Questions)

Homework

Textbook Exercises

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
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	Pozgar, G.D. . (2013) Legal and Ethical Issues for Health Professionals, 3rd, Jones and Bartlett			
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Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Comprehend fundamental principles of ethics, contemporary healthcare ethical dilemmas, and end of life development. Expected SLO Performance: 70.0

Analyze the development and principles of law and government. Expected SLO Performance: 70.0

<i>Social Science</i> Liberal Arts: Social & Behavioral Sciences AA Degree	Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.
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Synthesize legal and ethical issues related to organizations, healthcare professionals, and physicians. Expected SLO Performance: 70.0

Discriminate between legal and ethical issues related to employee rights, responsibilities, and patient consent. Expected SLO Performance: 70.0

Differentiate issues of legal and ethical scope related to patient abuse and patient rights and responsibilities. Expected SLO Performance: 70.0

Outline

Course Outline

- A. Introduction to Ethics
 - 1. Ethics
 - 2. Ethical theories
 - 3. Principles of health care ethics
 - 4. Morality
 - 5. Virtues and moral values
 - 6. Situational ethics
- B. Contemporary Ethical Dilemmas
 - 1. Abortion
 - 2. Acquired Immune Deficiency Syndrome
 - 3. Artificial Insemination
 - 4. Organ Donations
 - 5. Research; Experimentation; and Clinical Trials
 - 6. Sterilization
 - 7. Wrongful Birth; Wrongful Life; and Wrongful Conception
- C. Health Care Ethics Committee
 - 1. Committee Structure
 - 2. Goals of the Ethics Committee
 - 3. Functions of the Ethics Committee
- D. End-of-Life Dilemmas
 - 1. Self-Determination
 - 2. Euthanasia
 - 3. Physician-Assisted Suicide
 - 4. Advance Directives
 - 5. Withdrawal of Treatment
- E. Development of Law
 - 1. Tort Law
 - 2. Negligence
 - 3. Intentional Torts
 - 4. Criminal Law
- F. Government; Ethics; and the Law
 - 1. XIV Amendment
 - 2. Civil Rights Act
 - 3. Sherman Antitrust Act
 - 4. Privacy Act
 - 5. Emergency Medical Treatment and Active Labor Act
 - 6. Health Care Quality Improvement Act
 - 7. Ethics in Patient Referral Act
 - 8. Patient Self-Determination Act
 - 9. Health Insurance Portability and Accountability Act
- G. Organizational Ethics and the Law
 - 1. Organizational Structure
 - 2. Corporate Negligence
 - 3. Corporate Duties and Responsibilities
- H. Health Care Professionals' Ethical and Legal Issues
 - 1. Chiropractor
 - 2. Dentistry
 - 3. Dietitians and Nutritional Care
 - 4. Emergency Department
 - 5. Emergency Medical Technician
 - 6. Laboratory Technician
 - 7. Medical Assistant
 - 8. Medical Records
 - 9. Nursing
 - 10. Pharmacist
 - 11. Physical Therapist
 - 12. Respiratory Therapist
 - 13. X-Ray Technician
- I. Physicians' Ethical and Legal Issues
 - 1. Principles of Medical Ethics
 - 2. Autonomy

- 3. Abandonment
- J. Employee Rights and Responsibilities
 - 1. Employee Rights
 - 2. Employee Responsibilities
 - 3. Patient Advocate
- K. Patient Consent
 - 1. Informed Consent
 - 2. Consent and Ethical Codes
 - 3. Proof of Consent
 - 4. Implied Consent
 - 5. Right to Refuse Treatment
 - 6. Statutory Consent
- L. Patient Abuse
 - 1. Elder Abuse
 - 2. Child Abuse
- M. Patient Rights and Responsibilities
 - 1. Patient Rights
 - 2. Patient Responsibilities

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Online

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Courses will utilize same curriculum and student learning outcomes. Moodle will be incorporated into face to face course for all uploads and additional information.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

contact_moodle_forums
contact_moodle_message
contact_chat
contact_email
contact_other

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

s508_itv

s508_moodle

s508_publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value